REPORT OF THE

FRENCH LANGUAGE WORKING GROUP

TO THE MINISTER OF EDUCATION

THE HONOURABLE JIM DINNING

MAY, 1991

91-05846/

LEGISLATIVE ASSEMBLY
ALBERTA

May 10, 1991

Honourable Jim Dinning
Minister of Education
402 Legislature Building
Edmonton, Alberta
T5K 2B6

Dear Mr. Dinning:

On behalf of the French Language Working Group, I am pleased to provide you with our final report.

Over the past three months, members of the Working Group have met with 12 individuals and groups, and received 48 written submissions. Our meetings were challenging, in view of the volume of information we had to receive and review, and the complexity of the issues related to French language education in Alberta. However, we have reviewed the information in depth and discussed the issues thoroughly.

We are grateful to the many people who have struggled with this important issue over the past several years. Papers written by a number of consultants and Alberta Education staff helped us to get an overview of the problem and deal with it within the short time we had available. Even more importantly, many Albertans took the time to prepare a written submission for us or to meet with us and present their views orally. The comments and insights we received from these people -- many of whom live in communities that have a significant Francophone population -- were invaluable.

We trust you will find our recommendations helpful in developing legislation on management and control of French schools and programs. We are recommending that the **School Act** be amended to give the Minister of Education legal authority to establish Authorities and Co-ordinating Councils for the governance of Francophone education. We believe our recommendations reflect the letter and spirit of the Constitution, interpreted in the Supreme Court decision, and that the model we are proposing is fair and workable in the Alberta context.

Yours sincerely,

Walter Paszkowski

Walter Paszkowski, Chairman
French Language Working Group

Preface

The Charter of Rights and Freedoms and the interpretation given to its section 23 by the Supreme Court of Canada in the Spring of 1990 require that the Province of Alberta and many other provinces of Canada adopt new legislation in the field of education for Francophones. We were assigned the task of making recommendations for such legislation in Alberta.

In our view, the recommendations set out in our report respect the requirements of the Charter and of the Supreme Court decision. Our recommendations take into account, and are compatible with, the existing educational structures of the Province of Alberta and result in a model that provides flexibility. We are aware that the implementation of our recommendations may cause some problems in certain regions. We are of the view, however, that the excellent work carried out recently for the Minister of Education in one region of the Province will be of considerable assistance in facilitating the acceptance of our proposed model elsewhere in the Province.

Because of our diverse backgrounds and occupations, we often expressed very divergent views on the issues we had to consider in the discharge of our mandate. Following very lengthy and wide-ranging discussions, we came to the consensus position we are presenting in this report. In our view, our experience resulted in our agreeing on an Alberta solution to address a complex Canadian challenge in education.

French Language Working Group
May 1991

Table of contents

	Page
INTRODUCTION	1
Mandate of the Working Group	1
Membership of the Working Group	2
Activities Carried Out by the Working Group	2
BACKGROUND TO THE DISCUSSIONS	3
Section 23 of the Charter of Rights and Freedoms	3
The Supreme Court Decision	4
Guiding Principles	5
Issues	6
RECOMMENDATIONS	8
A. Model for Management and Control	8
B. Steps Leading up to an Election	13
C. Elections	14
D. Funding	16
ADDITIONAL COMMENTS	19
APPENDIX A: Map of Proposed Francophone Regions	
APPENDIX B: List of Oral and Written Submissions Received by the French Language Working Group	
APPENDIX C: List of Documents Reviewed by the French Language Working Group	

Introduction

In March of 1990, the Supreme Court of Canada in Mahé vs. Alberta (referred to in this report as "the Supreme Court decision") ruled that, under the Charter of Rights and Freedoms, members of the French minority in Alberta have a right to management and control of French schools and programs, where numbers warrant.

On January 11, 1991, Minister of Education Jim Dinning established the French Language Working Group to make recommendations for legislation which should be adopted regarding the management and control of Francophone schools and programs in Alberta.

MANDATE OF THE WORKING GROUP

The task of the French Language Working Group was to recommend an appropriate management model for implementing the Supreme Court decision in a way that suits the Alberta context and Alberta communities.

Specifically, the Minister asked the Working Group to carry out these tasks:

1. To review the discussion paper, "Management and Control of French Education in Alberta," prepared by the Government of Alberta in November 1990,

2. To consider alternative ways of implementing the Supreme Court decision with respect to management and control of Francophone schools and programs,

3. To consult with appropriate individuals in selected communities in which there are significant numbers of Francophones, and

4. To provide recommendations to the Minister of Education with respect to options for the management and control of Francophone schools and programs.

MEMBERSHIP OF THE WORKING GROUP

The members are:

Walter Paszkowski, MLA, Smoky River (Chairman)
Louis Desrochers, Public Member, Edmonton (Vice-Chairman)
Gerard Bissonnette, Alberta Education
John Brosseau, Conference of Alberta School Superintendents
Gary Flitton, Public Member, Vulcan
Charles Hyman, Alberta Teachers' Association
France Levasseur-Ouimet, Association canadienne francaise de l'Alberta
Mary O'Neill, Alberta School Trustees' Association
Claudette Roy, Federation des parents francophones de l'Alberta
Russell Tynan, Public Member, Calgary

In addition, the Working Group received consultative and administrative assistance from the following people:

Sandra Cameron, Special Advisor to the Deputy Minister of Education
Bob Maybank, Solicitor, Department of the Attorney General
Rosina Toal, Secretary, Alberta Education
Anita Jenkins, Writer, Alberta Education

ACTIVITIES CARRIED OUT BY THE WORKING GROUP

The Working Group held their first meeting on January 30, 1991. The Group met a total of nine times in a three-month period. They discussed their task with the Minister and Deputy Minister of Education at two of their meetings.

The Working Group invited 91 groups and individuals to make submissions to them. They visited Falher on March 11 to receive submissions, and they heard several oral submissions during their regular meetings in Edmonton. They received over 40 written submissions. A list of oral and written submissions received is provided in Appendix B.

The Working Group studied the Supreme Court decision and related discussion papers, responses and commentaries. A list of the documents reviewed is provided in Appendix C.

Background to the discussion

For the benefit of the reader, the following summary information is provided here:

- the wording of section 23 of the Charter of Rights and Freedoms,
- the central points of the Supreme Court decision,
- the principles that guided the Working Group in their decision-making, and
- a list of issues and problems that made the process of providing recommendations challenging and complex.

SECTION 23 OF THE CHARTER OF RIGHTS AND FREEDOMS

Since the Charter came into law in 1982, Alberta Education staff and affected parties have been discussing how best to develop and make available programs to fulfill the rights of Francophones in this province who qualify under section 23 to have their children educated in French.

Those rights are as follows:

23(1) Citizens of Canada,

a) whose first language learned and still understood is that of the English or French linguistic minority population of the province in which they reside, or

b) who have received their primary school instruction in Canada in English or French and reside in a province where the language in which they received that instruction is the language of the English or French linguistic minority population of the province,

have the right to have their children receive primary and secondary school instruction in that language in that province.

(2) Citizens of Canada of whom any child has received or is receiving primary or secondary school instruction in English or French in Canada, have the right to have all their children receive primary and secondary school instruction in the same language.

(3) The right of citizens of Canada under subsections (1) and (2) to have their children receive primary and secondary school instruction in the language of the English or French linguistic minority population of a province

(a) applies wherever in the province the number of children of citizens who have such a right is sufficient to warrant the provision to them out of public funds of minority language instruction; and

(b) includes, where the number of those children so warrants, the right to have them receive that instruction in minority language educational facilities provided out of public funds.

After the Charter of Rights and Freedoms became law, the Government of Alberta proclaimed a new **School Act** (1988) which attempted to reflect the new requirements of section 23 of the Charter. As well, Alberta Education issued the "Language Education Policy for Alberta" (1988), which outlined principles for meeting the section 23 requirements. Also, during the 1980's some school boards in the province developed and established services that addressed at least some of the rights set out in section 23.

THE SUPREME COURT DECISION

Essentially, the Supreme Court decision dealt with whether or not it is necessary for section 23 parents to manage and control their own schools in order to ensure that their language and culture is fostered and enhanced. The plaintiffs argued that parents must have management and control, and the province disagreed.

The Supreme Court decision stipulated that:

1. The purpose of section 23 is to preserve and enhance the French language and culture and to reduce the rate of assimilation. Its purpose is to "correct, on a national scale, the progressive erosion of minority official language groups and to give effect to the concept of the 'equal partnership' of the two official language groups in the context of education."

The judgement stated: "Rightly or wrongly — and it is not for the courts to decide — the framers of the Constitution manifestly regarded as inadequate some — and perhaps all — of the regimes in force at the time the Charter was enacted, and their intention was to remedy the perceived defects of these regimes by uniform corrective measures, namely those contained in s. 23 of the Charter, which were at the same time given the status of a constitutional guarantee."

2. Protection of the rights of the minority cannot be left in the hands of the majority.

3. Section 23 parents have a right to choose to have their children educated either in English or in French.

4. In determining whether numbers warrant either programs or schools, a sliding scale must be considered. The Court also said that in determining the number it was important to consider not only the number of section 23 parents who want a program or school (the known demand), but also the number who potentially might access the program or school.

5. Section 23 parents have a right to a certain degree of management and control of French schools. Again, a sliding scale must be considered, with French school boards being the top of the scale.

GUIDING PRINCIPLES

Members of the Working Group based their decisions and recommendations on these principles:

1. *The quality of education for Francophone children is an important objective, to be sought in conjunction with the need to preserve and enhance the French language and culture.*

Members concluded that: 1) quality could be accorded to both Francophone and Anglophone students without one group "winning" or "losing," and 2) fulfilling the language and cultural goals of Francophones need not have a negative impact on the quality of education that their children receive. In making their recommendations, members placed considerable importance on maintaining a high quality of education for all students in Alberta.

2. *The model for management and control must be consistent with the requirements of the Supreme Court decision.*

One aspect of the Supreme Court decision, that is, the **remedial** nature of section 23, was particularly important to the deliberations of the Working Group. Members understood clearly that the intention of section 23 was to alter the status quo. Section 23 represents a recognition that the past and present systems have been, and are, inadequate.

Another principle of the Supreme Court decision played an especially important part in the Working Group's discussions: the majority cannot adequately look after the interests of the minority. Francophones must be able to manage the education of their own children.

3. *The model for management and control must be workable and effective in the Alberta context.*

While the model for Francophone education must fulfill the requirements of the Supreme Court decision, it must also fit into the education system that we already have in Alberta.

4. *The model for management and control must be flexible enough to be used in different regions of the province. The model must also look to the future as well as the present.*

The Working Group found that throughout the province there are considerable variations in the degree of readiness for, and interest in, the different models of governance which were considered.

ISSUES

The Working Group found that a number of issues and problems added to the complexity and difficulty of their deliberations:

1. Changes to support Francophone management and control of education will have an impact on some existing public and separate school jurisdictions, especially those serving a high proportion of Francophone students.

2. Declining rural populations in some parts of the province are already presenting a challenge for the operation of viable schools .

3. In some parts of the province, there are already many small school boards.

4. Just as members of the majority do not always agree, not all parents who qualify for section 23 rights wish to take advantage of those rights. At this time, there is some disagreement within the Francophone community as to the best way of serving their children's educational needs. For example, in a few regions in the province some Francophones reject the need for, or desirability of, a homogeneous school and prefer a school offering French minority, French immersion and English programs.

5. Section 23 parents who choose not to exercise their rights at this time must still have the option to do so in future.

6. There are some difficulties in determining the identity and wishes of section 23 parents. This process is important because of the "where numbers warrant" aspect of section 23.

7. Section 23 parents who are also members of the minority religious faith (Roman Catholic or Protestant) have both minority language and religious rights entrenched in the Constitution.

8. Funding is an issue.

Recommendations

Members of the Working Group propose to the government of Alberta the following model for the management and control of French education in Alberta. These recommendations provide a guide for drafting amendments to the **School Act** that will respond to the Supreme Court decision.

The Working Group did not address matters of a regulatory or administrative nature; however, care should be taken to ensure that these details, which can be handled by the appropriate staff of the government, adequately reflect the principles outlined in the legislation.

Members of the Working Group would be pleased to assist the Minister of Education by reviewing drafts of the regulations and administrative orders and providing their comments and advice.

A. MODEL FOR MANAGEMENT AND CONTROL

Recommendation 1: Francophone Education Regions

The Minister of Education should divide the province into six or seven Francophone education regions ("Regions") that:

a) cover the whole province,

b) have boundaries that:

i) are coterminous with the outside boundaries of existing school districts, school divisions or counties (insofar as possible), and

ii) bear a relationship to the concentration of Francophones in Alberta, and

c) have a configuration similar to that shown in the map in Appendix A.

Recommendation 2: Two Types of Governance

The enabling legislation for the management and control of Francophone education should provide for the creation of two types of governance:

1) a Regional Authority for Francophone Education ("Authority") that is **functional** and has all the powers of a school board except the right to requisition taxes (see Recommendation 3 below), and

2) a Regional Francophone Co-ordinating Council ("Co-ordinating Council") that **facilitates** Francophone education for section 23 students in its Region by buying services from public or separate school boards, or from Authorities, and arranging for services to be made available to its students. (See details in Recommendation 5 below.)

Recommendation 3: Greater Edmonton and Smoky River/Spirit River/ Peace River Regions

a) Authorities should be established immediately in:

i) the Greater Edmonton Region, and

ii) the Smoky River/Spirit River/Peace River Region. (See map, Appendix A.)

Recommendation 4: St. Paul/Bonnyville Region

The Minister of Education should give serious consideration to establishing a third Authority in the St. Paul/Bonnyville area in the near future.

Comments: Although the number of students involved may not be as great as in some other parts of Alberta, people in this Region have achieved a degree of "maturity" in dealing with the issues related to management and control of French schools and programs. If the enumeration process (see Recommendation 14) provides evidence of support for an Authority, one should be formed.

Recommendation 5: Co-ordinating Councils

The Minister of Education should establish Co-ordinating Councils for the rest of the Regions in the province where numbers warrant. (See Note 1 below.)

The Co-ordinating Councils should have these duties:

a) identifying section 23 parents and making them aware of their section 23 rights and the choices they have available for the education of their children,

b) helping Francophone parents gain access to Francophone education for their children, and

c) extending management and control to the maximum degree possible and as numbers warrant.

Note 1: If enumeration in a Region indicates no interest or low interest in management and control of Francophone education, the Minister of Education may use discretion regarding the establishment of a Co-ordinating Council **at that time.** However, enumeration should continue to take place on a regular basis and if at any point sufficient interest is indicated, the Minister would then form a Co-ordinating Council.

Flexibility was one of the goals of the Working Group in developing a governance model. Therefore, the Group suggest that neighbouring Co-ordinating Councils or Authorities might assist and support Francophone families living in a Region where there is low interest in management and control of Francophone education.

Note 2: The Co-ordinating Councils would not operate schools or hire teachers or school principals, but they could own or lease buildings for administrative use and employ staff to manage their affairs.

Recommendation 6: Replacing a Co-ordinating Council with an Authority

The Minister of Education should have the discretion to replace a Co-ordinating Council with an Authority when the Co-ordinating Council is able to demonstrate that numbers warrant the establishment of a homogeneous Francophone school for at least grades 1 through 6.

Recommendation 7: Dissolving a Region, Authority or Co-ordinating Council

The Minister of Education should be empowered to dissolve a Region, Authority, or Co-ordinating Council, in the same manner that the Minister may dissolve a public school district or board under the **School Act** and **Department of Education Act.**

Recommendation 8: Section 23 Rights to Management and Control To Be Exercised Only Through Authorities and Co-ordinating Councils

Management and control by Francophone parents pursuant to section 23 should be exercised only through Authorities and Co-ordinating Councils. Existing public and separate school boards should continue to have the ability to offer French language programs, but in such cases there is no constitutionally protected right to such a program, nor is management and control afforded to the parents.

Recommendation 9: Working Language of Authorities and Co-ordinating Councils

The working language of Authorities and Co-ordinating Councils should be French.

Recommendation 10: Denominational Rights

Authorities established by the Minister of Education should be "public" Authorities, which may operate public and denominational programs and/or schools.

Comments: Whatever models of management and control of Francophone education emerge in the future, the constitutional rights of the religious minority must be upheld. While the majority of Francophones in Alberta are currently Roman Catholics, some Francophones who come from Quebec, the Maritimes, other Canadian provinces, Europe, Africa and the Antilles are not. An Authority should serve the needs of all section 23 children while still offering a "religious education." At some point, there may be a need (where numbers warrant) to establish within a particular Region both a public and a separate Authority.

Discussion of the Recommended Model

The recommended model:

1. fulfills the requirements of the Supreme Court decision,

2. is workable in the Alberta context,

3. is flexible enough to be applied in different regions of the province, and

4. provides a balance between provincial leadership (Minister's discretion to establish functioning Authorities) and local autonomy (leaving many choices to parents and communities).

The model allows Francophone parents throughout Alberta to be represented by an Authority or Co-ordinating Council, and increases the opportunities for children of section 23 parents to have access to a Francophone education. Most Albertans who became involved in discussions of a model for management and control of Francophone education did not support having a Francophone trustee on an existing public or separate board, nor did they support having a parent council govern Francophone schools or programs.

The model recommended by the French Language Working Group does not duplicate existing services throughout the province, but provides for a system of management which may expand as numbers and demands increase.

The recommended model gives section 23 parents choices. They may opt to have their children educated in a homogeneous Francophone program or school under the stewardship of an Authority or Co-ordinating Council. Alternatively, they may elect to have their children educated in a French minority, French immersion or English program in the regular public or separate school system. However, section 23 parents who do not opt for an Authority or Co-ordinating Council do not enjoy constitutionally guaranteed rights to management and control.

Additional Comments

1. Dividing the province into large regions will likely make the numbers in each large enough to warrant some form of governance, and thereby facilitate management and control, rather than frustrating it.

2. There will be an Authority or Co-ordinating Council for all Francophone parents in Alberta who choose to exercise their section 23 rights.

3. At the same time, the model creates a situation in which Francophones are required to make effective and fiscally responsible decisions. Authorities or Co-ordinating Councils may be required to say "No" when a program or service is not feasible.

4. The recommended model employs the sliding scale concept.

B. STEPS LEADING UP TO AN ELECTION

Recommendation 11: Appointment of Authorities and Co-ordinating Councils

The Minister of Education, in consultation with the Francophone community, should appoint the members of the first Authority or Co-ordinating Council in a Region, and thereafter members should be elected. The first elections would likely take place in 1992 but some Authorities or Co-ordinating Councils may not be ready for an election until 1995.

Recommendation 12: Membership of Appointed Authorities and Co-ordinating Councils

Members of appointed Authorities or Co-ordinating Councils should be from the Francophone community.

Recommendation 13: Function of an Appointed Authority or Co-ordinating Council

The function of an appointed Authority or Co-ordinating Council should be:

a) to prepare for the first election,

b) to contract with existing public and separate school boards and/or Authorities to provide services to their students, and

c) to handle funding provided by the Alberta government.

Note: In the case of an Appointed **Authority**, an additional function would be to prepare to take over the operation of programs and facilities for Francophone education.

Recommendation 14: Enumeration

Enumeration of section 23 parents with school-age children should be conducted in the following manner:

a) Parents designate whether their children's educational needs are to be dealt with either by an Authority or Co-ordinating Council, or by a local public or separate school board.

b) Only parents who designate in favour of an Authority or Co-ordinating Council are electors of that Authority or Co-ordinating Council.

c) Enumeration is conducted province-wide through the **Election Act** prior to the 1992 local authorities elections.

Discussion of the Steps Leading Up to an Election

1. The purpose of appointing Authorities or Co-ordinating Councils is to extend some degree of management and control to the Francophone community immediately and to engage Alberta Francophones in preparing their communities for the elections to follow.

2. At all times, section 23 parents who have more than one child would have the right to send one or more of their children to public or separate schools and others to schools served through Authorities or Co-ordinating Councils.

C. ELECTIONS

Recommendation 15: Qualifications of Electors

The electors of an Authority or Co-ordinating Council should:

a) have the same qualifications as other electors, as stated in sections 47 and 48 of the **Local Authorities Election Act**, and

b) be section 23 parents with school-age children who have designated at the time of enumeration that they wish to have their section 23 rights dealt with by an Authority or Co-ordinating Council.

Recommendation 16: Qualification for Office

a) Persons running for office on an Authority or Co-ordinating Council should have the same qualifications as other candidates for election to a school board, as described under sections 21 and 22 of the **Local Authorities Election Act** and section 64 of the **School Act**.

b) There should be a provision that no person can be nominated for both a public or separate school board and an Authority or Co-ordinating Council at the same time.

Recommendation 17: Votes

A qualified elector, as described above, should have the right to vote for members of the Authority or Co-ordinating Council AND for the trustees of his or her resident public or separate school board.

Recommendation 18: Process of Elections

a) Enumeration should be conducted under the **Election Act** and elections should take place using the provisions of the **Local Authorities Election Act**; that is, the Authority or Co-ordinating Council should be deemed a local authority.

b) Elections for Authorities or Co-ordinating Councils and for public and separate school boards should all be conducted at the same time and in the same manner, with section 23 parents receiving two ballots.

Recommendation 19: Wards/General Election

Election for office on an Authority or Co-ordinating Council should be by wards, with these provisions:

a) Candidates for election should not be required to be residents of the wards in which they run for office, but they should be required to be residents of the Region.

b) Nominators should be required to be residents of the wards for which they are nominating a candidate.

c) Electors should be required to be residents of the ward.

d) In the design of the ward system for each Region, the principle of substantial equality should be reasonably adhered to. In other words, the number of electors living in each of the wards should be as close to equal as circumstances (such as geography) reasonably permit.

Discussion of Elections

By recommending the conduct of the election under the provisions of the **Local Authorities Election Act**, members of the Working Group feel that the

recommended governance model can best fit within the current system of managing schools within the province. Members are well aware that the recommendation that section 23 parents would retain their vote in the public and separate districts in addition to their vote for the Authority or Co-ordinating Council is controversial. However, embodied in the recommended model is a provision that the residence of the parents within a public or separate school district would remain, as would the obligation of those parents to continue to pay their taxes in support of the existing school systems. Neither residence nor the right to requisition taxes shifts to the Authorities and Co-ordinating Councils. Because they are taxpayers, these parents must have the right to elect those who tax them. As well, these parents enjoy the constitutionally guaranteed right to management and control of their children's Francophone education. Section 23 of the Charter does not remove existing rights but it extends an additional right to certain individuals.

D. FUNDING

Recommendation 20: Provincial Operating Grants, Other Than Capital Grants, to Authorities

a) The Authorities should be entitled to the same provincial grants as are payable to public and separate boards:

- School Foundation Program Fund (per student) grants
- transportation grants
- maintenance (boarding) allowance grants
- fiscal equity grants
- official and other languages grants (including Federal contribution)
- special education grants
- vocational education grants
- Early Childhood Services grants
- other **Department of Education Act** grants, as applicable (community schools grants, distance education program grants, high needs schools grants, Native education grants, regional resource grants, resident students of the government grants, school extension grants, secondary education implementation grants).

b) The Authorities should be entitled to the following special provincial grants:

- special operating start-up grants for three years, and
- special remedial grants for "classe d'accueil" and other remedial programs that address the issue of assimilation and loss of skills in the mother tongue.

Note 1: The Supreme Court determined that section 23 rights are designed in part to correct the problem of assimilation. The recommendations in this report attempt to address the retention of French language and culture. If in fact parental management and control of Francophone schools and programs is the solution, over a period of time there will be less reliance on remedial grants.

Recommendation 21: Grants to Co-ordinating Councils

The Co-ordinating Councils should be entitled to provincial funding for administrative and operational costs.

Recommendation 22: Capital Support

The Authorities should receive 100% provincial support of those capital costs that are approved by the School Buildings Board.

Recommendation 23: Local Revenues

School boards that have resident students who are being educated by an Authority should send to that Authority, for each student, the average per student dollars raised from assessment and other local revenues minus the local portion for unsupported capital debt.

Recommendation 24: User Fees

The Authority should have the ability to charge fees for transportation, textbook rentals, etc., like public or separate school boards under the **School Act**.

Discussion of Funding

The recommendations on funding:

a) provide the resources that the Authorities will need to give their students a high quality of education, consistent with resources provided to students served by public and separate school boards, and

b) address the concerns about potential financial pressures on existing boards caused by the establishment of new Francophone schools and programs.

The issue of funding is sensitive. Rights must be addressed but costs must also be contained. There must be a budget for Francophone education programs and services, just as there is for all other education programs, and an awareness of financial realities. As an example, if a public or separate school board's transportation system can reasonably serve Francophone schools, all efforts should be made to arrange a cooperative system to avoid duplication of services. Similarly in Regions where an Authority is the larger unit of management in education, the converse should be true.

The establishment of homogeneous Francophone programs in some Regions may affect local school districts financially; this would be especially true in the case of small rural districts. The provincial government will need to recognize the financial impact on existing public and separate school boards in such cases.

However, the inability of the Authorities to access the local tax base and the remedial aspects of the Supreme Court decision clearly require a greater financial commitment on the part of the province.

Additional comments

Curriculum

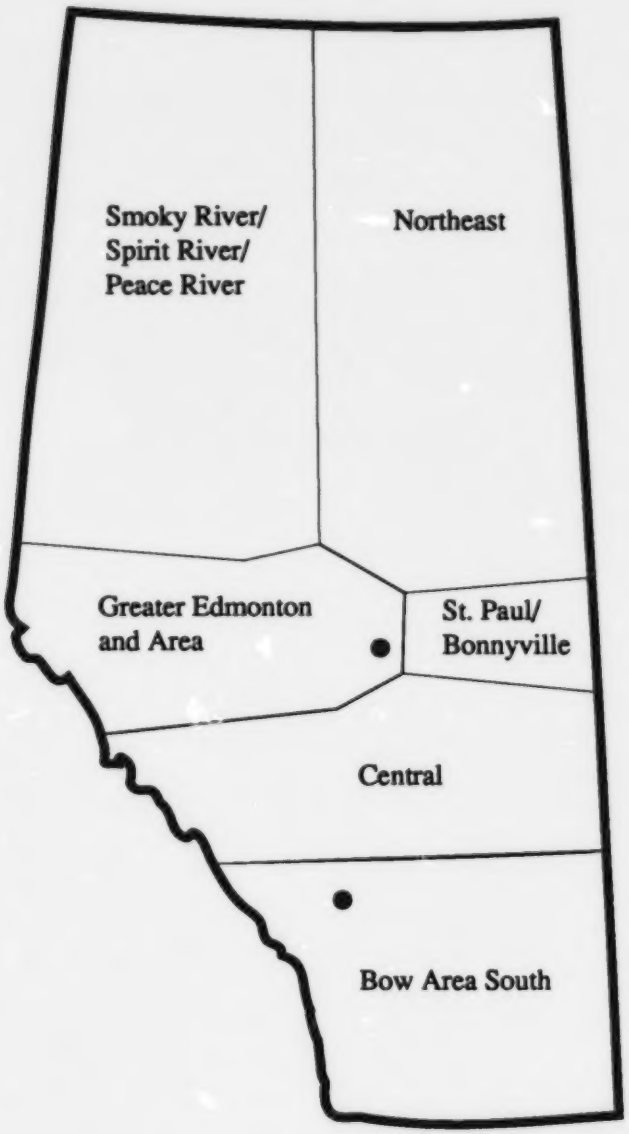
A number of the submissions that the Working Group received and the papers they reviewed (notably the Lamoureux-Tardif study) addressed the issue of curriculum for Francophone education programs. This area was not technically part of the Group's mandate; however, members wish to remind those responsible for implementing a model for management and control of the importance of curriculum to the purpose of section 23 and to the "remedial" aspect of the Supreme Court decision.

Expansion of the Electorate

After much discussion, the Working Group have recommended that the right to vote for an Authority or Co-ordinating Council be restricted to section 23 parents who, when enumerated, designated that their children's education be dealt with by an Authority or Co-ordinating Council. This definition of "elector" is necessary at the initial stage of the development of a Francophone management system. At some time in the future, it may be appropriate for the province to expand the electorate to include a larger membership within the Francophone community.

APPENDIX A

PROPOSED FRANCOPHONE REGIONS



APPENDIX B

LIST OF ORAL AND WRITTEN SUBMISSIONS RECEIVED BY THE FRENCH LANGUAGE WORKING GROUP

GROUP/RESPONDENT	*REGION OF THE PROVINCE*	
Le Comité de Parents de Tangent Annie Laurin, Présidente	Smoky River/ Peace River	
Vegreville Catholic Separate School District #16 Bernie McCracken, Superintendent	Vegreville	
County of Lacombe, Board of Education Sandra Weidner, Chairman	Lacombe	
Red Deer Public School District #104 B. I. Hopfner, Chairman	Red Deer	
Société des parents pour les écoles francophones d'Edmonton J. L. Dentinger, Président	Edmonton	ORAL
Francophonie jeunesse de l'Alberta Anik Giguère, Présidente	Edmonton	

Association canadienne-française de l'Alberta (A.C.F.A.) régionale de Calgary Annette Labelle, Présidente	Calgary	
Société pour une école canadienne-française - Bonnyville Nicole Bugeaud-Croteau, Présidente	Bonnyville	
Conseil régional pour l'éducation française à Lethbridge Mireille Cloutier, Présidente	Lethbridge	
A.C.F.A. régionale de Fort McMurray Roland Péru, Président	Fort McMurray	
Comité de parents de St. Albert Denise Moulun-Pasek	St. Albert	
Calgary Board of Education Rita Dempsey, Chairman	Calgary	
A.C.F.A. régionale de Lethbridge Laurent Conard, Président	Lethbridge	
Rand Moreau, Barristers and Solicitors (representing Association Georges et Julia Bugnet) Mary Moreau	Edmonton	
High Prairie School Division #48 John Ord, Acting Superintendent	High Prairie	ORAL

Joint Superintendency - Falher Jim Sheasgreen, Superintendent	Falher	ORAL
Falher Consolidated School District Gerry Hachey, Chairman	Falher	ORAL
École Citadelle, Association pour l'éducation française, Centralta (A.P.E.F.C.) and Comité de parents E. St. Onge, Présidente	Legal	
St. Paul Public S.D. #2228 Conrad Richard, Chairman	St. Paul	
École Citadelle, Legal Raymond Tremblay, Principal	Legal	
A.C.F.A. régionale de Plamondon Reed Gauthier, Président	Plamondon	
Alberta Federation of Home and School Associations Carolyn Brooks, President	Edmonton	
A.C.F.A régionale de St-Paul Louise Rocque, Présidente	St. Paul	
A.C.F.A régional de Centralta Denise Cyr, Présidente	Legal	
North Peace Catholic Schools Joanne Flynn, Trustee	Peace River	ORAL

Falher Consolidated School District #69 Gerry Hachey, Chairman (2nd report)	Falher	
McLennan Separate School District #30 Diane Deslauriers, Chairman	McLennan	ORAL
Conseil scolaire de St-Isidore Madeleine Bergeron, Chairman	Peace River	ORAL
Conseil régional d'éducation française de Rivière-la-Paix and Ad Hoc 23 Anita Belzile, Présidente (also representing le Comité consultatif de l'École Héritage and le Comité des parents de Tangent)	Falher	ORAL
High Prairie School Division #48 John Ord, Acting Superintendent and Dan Dusseault, Chairman (2nd report)	High Prairie	
Fort McMurray Public S.D. #2833 Judy Walbridge, Chairman	Fort McMurray	
Edmonton Public Schools Doug Tupper, Chairman	Edmonton	
A.C.F.A. régionale d'Edmonton Christiane Spiers, Présidente	Edmonton	ORAL
Comité de parents pour une école publique francophone Yves Caron, Président	Edmonton	ORAL

Conseil de parents de l'école Maurice Lavallée Aline M. E. Savoie, Présidente	Edmonton	ORAL
A.C.F.A. régionale de Bonnyville Lionel Rémillard, Past President	Bonnyville	
Calgary RCSSD #1 Madeleine Payne, Chairman	Calgary	ORAL
F. G. Miller High School, Parents Advisory Council (PAC) Diana L. Anderson, President Elk Point Elementary School, PAC Karen Reed, President Ashmont Community School, PAC Barry Romanko, President	St. Paul	ORAL
École Ste-Anne Maurice Lemire, Principal	Calgary	
Routhier Community School (PAC), Mrs. Donna Buchinski, President	Peace River	
Falher Consolidted School District Gerry Hachey, Chairman (3rd report)	Falher	
McLennan Separate School District #30 Diane Deslauriers, Chairman (2nd report)	McLennan	
Conseil scolaire de St-Isidore Madeleine Bergeron, Chairman (2nd report)	St. Isidore	

Comité consultatif, École Héritage Edna Anctil, Présidente	St. Isidore	
County of St. Paul Janice Van Maarion, Trustee	St. Paul	ORAL

APPENDIX C

LIST OF DOCUMENTS REVIEWED BY THE FRENCH LANGUAGE WORKING GROUP

Alberta Education. "List of Jurisdictions Where Instruction Is Offered According to Section 5 of the School Act."

Alberta Education. "Management and Control of French Education in Alberta." November 1990.

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Braën, André. "Court Challenges Program: Minority Language Educational Rights." Faculty of Law, University of Ottawa.

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Green, Maurice A. "The Continuing Saga of Litigation: Minority Language Instruction," ***Education and Law Journal*** 3(2) February 1991, 204-211.

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Miscellaneous Items

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